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ABSTRACT

Approximately 1,250 entering freshmen at the State University of New York, Buffalo completed a self-report form called the Inventory of Opinions and Expectations. It was found that 88% of the sample were public high school graduates, that they felt their high school courses had been interesting, that their parents strongly encouraged them to attend college, and while in high school, they worked largely on written exercises on which they spent 5 to 10 hours a week. Outcomes of a college education believed important by the students were: (1) background and specialization for futher education in some professional, scientific, or other scholarly field; (2) personal development; and (3) vocational preparation. While in college, the students expected to have difficulty with areas such as finances, choice of vocation, choice of major, and trying to find a personal identity. (HS)

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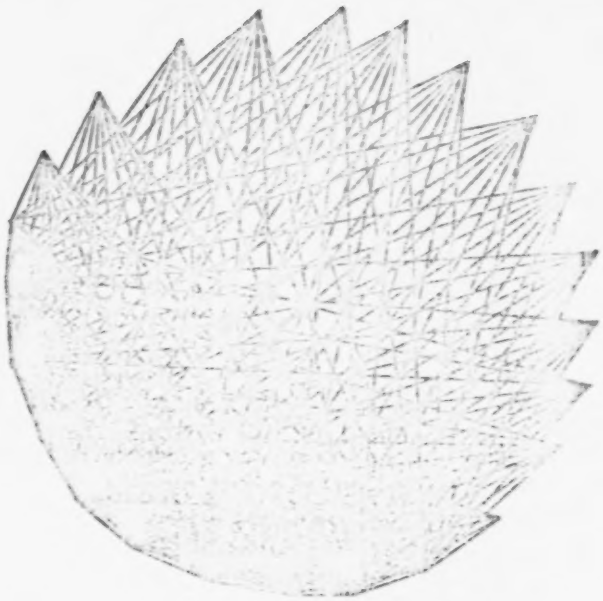
OPINIONS AND EXPECTATIONS



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Survey Study
1972 Freshmen

HE004053

Student Testing and Research Center
Division of Student Affairs and Services
State University of New York at Buffalo

Opinions and Expectations

1972 Freshmen

Approximately thirteen hundred entering freshmen students attended SUNY at Buffalo Summer Planning Conferences. Twelve hundred and fifty-seven of these completed a self-report form, the Inventory of Opinions and Expectations. Five of these were unusable, incomplete, or mutilated. Twelve hundred and fifty-two completed surveys are the basis of this report. Approximately ninety-four percent of those attending the conferences, about seventy-six percent of the incoming freshmen class, comprise the sample which is the basis of this study.

Who is our freshman? Eighty-eight percent of our sample were public high school graduates. They reported high school courses as interesting. Their assignments were largely written exercises on which they spent five to ten hours a week. Their parents strongly encouraged them to attend college. While in college, they plan to study three times as much as high school, to be in the top third of their class and to spend time speaking with faculty on matters external to course work.

Why do students come to college? Many indicate that they come to college in order to get a better job or plan to prepare for a graduate or professional school. Others come because they want to learn more about things of interest and to be able to contribute more to society.

Very few of the freshmen who come to SUNY/B have brothers or sisters who previously attended this university. They expect to have a great deal of competition among classmates, but find it either irrelevant or stimulating to their competitive spirit.

Outcomes of a college education believed important:

1) Background and specialization for further education in some professional, scientific, or other scholarly field

2) Personal development - understanding of one's abilities and limitations, interests and standards of behavior

3) Vocational preparation - skill and techniques directly applicable to a job.

While in college, the students expect to have difficulty with areas such as:

1) finances

2) choice of vocation

3) choice of major

4) trying to find a personal identity

They do not expect to encounter problems about military service, religious beliefs or family relationships.

The ten most frequently cited personal characteristics of the respondents are as follows:

1) open to new experiences

2) aware of my goals in life

3) independent

4) open to new ideas

5) understanding, accepting of others

6) self-confident

7) interested in political and social issues

8) self-disciplined

9) sure of my values and beliefs

10) capable of forming close relationships

Concerning student participation in decision-making within the University, the following responses are in rank order:

1) housing rules and regulations

2) what courses should be offered

3) discipline in social matters (for example, drinking)

4) what content should be in those courses

5) allocation of finances

6) discipline in academic affairs (for example, cheating)

7) grading practices

8) selections of administrative officers

9) faculty promotion, tenure dismissal

10) admissions

11) hiring new faculty

Policy Decisions - Student's Major Role

	1&2*	3*	4&5*
Housing rules and regulations	816	374	58
Grading practices	167	749	333
What courses should be offered	552	626	70
What content should be in those courses	304	670	270
Hiring new faculty	75	379	794
Faculty promotion, tenure, dismissal	100	392	759
Selection of administrative officers	118	473	656
Allocation of finances	181	600	466
Admissions	84	333	829
Discipline in academic matters	191	668	384
Discipline in social matters	573	516	152

*Key--
1&2 - Combine only and major role among students in policy area given
3 - Equal votes among students, administrators and faculty in policy area given
4&5 - Combine minor and no role among students in policy area given

SUMMARY:

Twelve hundred fifty-two usable Opinion and Expectation forms were scored. The responses are very similar to those of last year's freshmen. A complete presentation of the data is given in the response tally. Student responses for the two years, 1971 and 1972, can be compared by examination of the previous report Inventory of Opinions and Expectations - 1971 Freshman Class. The response patterns are nearly identical.

CONCLUSIONS

The freshmen students completing the Opinion and Expectation Inventory in 1971 and 1972 are either very similar or the device used is insensitive to differences between the groups.

I.O.E. Response Tally

November, 1972

1. The type of high school from which I graduated was:

1043	1. public
26	2. private, nonreligious, nonmilitary
162	3. parochial (Protestant, Catholic, Jewish)
2	4. military
18	5. other
1	no response

2. The following word most accurately describes my overall reaction to high school courses in general:

459	1. interesting
103	2. challenging
226	3. boring, uninteresting
237	4. repetitious
224	5. useful
3	no response

3. The following word most accurately describes how I expect to find college courses:

429	1. interesting
671	2. challenging
16	3. boring, uninteresting
6	4. repetitious
129	5. useful
1	no response

4. In high school, the most frequent type of course work assignment was:

632	1. written exercises which were collected and graded by the instructor
293	2. written exercises which were not collected or graded by the instructor
183	3. assigned reading
37	4. creative writing (e.g., discussion of personal opinions)
106	5. independent research, including research papers
1	no response

5. In college, I expect the most frequent type of course work assignment to be:

91	1. written exercises which are collected and graded by the instructor
60	2. written exercises which are not collected and graded by the instructor
492	3. assigned reading
66	4. creative writing (e.g., discussion of personal problems
536	5. independent research, including research papers
7	no response

6. The approximate number of hours per week I studied or did homework in my last year of high school was:

638	1. zero - five
386	2. six - ten
153	3. eleven - fifteen
51	4. sixteen - twenty
20	5. more than twenty
4	no response

7. The approximate number of hours per week I expect to spend studying during my freshman year is _____

21	1. zero - five
234	2. six - ten
527	3. eleven - fifteen
315	4. sixteen - twenty
150	5. more than twenty
5	no response

8. My high school marks _____ my ability

100	1. grossly under-represent
443	2. slightly under-represent
608	3. fairly represent
87	4. slightly over-represent
5	5. grossly over-represent
9	no response

9. I think my class standing at the end of my freshman year at SUNY/B will be in the _____

181	1. top 5%
521	2. top third, but not top 5%
163	3. middle third
4	4. lowest third
381	5. can't say
2	no response

10. In college, I would like to become acquainted with faculty members outside of the classroom:

7	1. not at all
96	2. to talk to them about course work only
813	3. to discuss matters in addition to course work
98	4. socially off campus
238	5. uncertain
0	no response

11. In college, I expect to become acquainted with faculty members outside of the classroom:

68	1. not at all
411	2. to talk to them about school or course work only
458	3. to discuss matters in addition to course work
20	4. socially off campus
293	5. uncertain
7	no response

12. Regarding my attendance at college, my parents:

792	1. strongly encouraged me
313	2. mildly encouraged me
126	3. were neutral or indifferent
13	4. mildly discouraged me
4	5. strongly discouraged me
4	no response

For each of the following REASONS FOR ATTENDING COLLEGE, indicate on your answer sheet how important that reason was for you.

Code:
1. unimportant
2. of moderate importance
3. of great importance
4. of primary importance (The most important reason: to be used for only one of the listed reasons)
5. haven't thought about it

	1	2	3	4	5	Blank
13. Parents want me to go	395	580	234	19	28	6
14. To be able to contribute more to society	160	487	328	182	92	3
15. To get a better job	87	323	614	213	13	2
16. To gain a general education	77	476	564	118	14	3
17. To improve reading and study skills	440	505	165	20	119	3
18. There was nothing better to do	983	130	30	8	96	5
19. To become more cultured	355	507	220	26	141	3
20. To be able to earn more money	195	521	436	78	17	5
21. To learn more about things of interest	31	333	655	211	22	0
22. To meet interesting people	91	527	545	37	51	1
23. To prepare for graduate or professional school	146	295	359	253	198	1
24. To improve my social life	344	545	216	37	110	0

25. ____ of my brothers and/or sisters are attending or have attended SUNY/B (UB).

1009 1. none
184 2. one
55 3. two or more
4 no response

26. Regarding competition for grades, I expect to find ____ competition among my classmates during my freshman year at SUNY/B.

31 1. no
115 2. only a little
434 3. a moderate amount of
661 4. a great deal of
11 no response

27. I usually find competition for grades

247 1. is oppressive; prevents me from doing as well as I can otherwise
445 2. doesn't affect me
553 3. is stimulating: helps me to study and work harder
7 no response

Listed below are statements describing OUTCOMES OF A COLLEGE EDUCATION. For each statement, indicate how important that outcome is for you.

Code:
1. unimportant
2. of moderate importance
3. of great importance
4. of primary importance (The most important: to be used for only one of the listed outcomes.

		1	2	3	4	Blank
28.	Vocational preparation--skills and techniques directly applicable to a job	163	367	527	189	6
29.	Background and specialization for further education in some professional, scientific, or other scholarly field	112	332	485	316	7
30.	Broadened literary acquaintance and appreciation.	241	625	362	18	3
31.	Critical thinking--logic, inference, nature and limitations of knowledge	100	501	586	60	5
32.	Aesthetic sensitivity--appreciation and enjoyment of arts, music, drama	296	573	355	25	3
33.	Understanding and appreciation of science and technology	162	498	533	53	6
34.	Personal development--understanding of one's abilities and limitations, interests and standards of behavior	53	310	690	196	3
35.	Appreciation of religion--moral and ethical standards	543	503	187	12	7
36.	Appreciation of individuality and independence of thought and action	75	390	692	87	8
37.	Citizenship--understanding and interest in the style and quality of civic and political life.	321	666	233	24	8
38.	Awareness of different philosophies, cultures, and ways of life	105	570	532	39	6
39.	Tolerance and understanding of other people and their values	77	428	679	66	2
40.	Social development--experience and skill in relating to other people	58	378	731	81	4
41.	Development of friendships and loyalties of lasting value.	100	482	628	34	8
42.	Basis for improved social and economic status	275	436	451	65	5

Listed below are some areas of your life which might give you difficulty regarding decisions, attitudes, etc., while in college. For each area listed, indicate on your answer sheet which of the statements below (1, 2, 3, 4 or 5) most accurately describes your thoughts about these possible PROBLEM AREAS.

STATEMENT

1. This area definitely will not be a problem for me.
2. This area probably will not be a problem for me.
3. I am uncertain whether I will have problems in this area.
4. This area will probably cause me some concern.
5. This area will probably cause me a great amount of concern.

		1	2	3	4	5	Blank
43.	Choice of vocation	218	366	210	269	186	3
44.	Choice of major	250	418	138	279	165	2
45.	Getting acquainted with other students	250	595	237	152	15	3
46.	Meeting members of the opposite sex	280	559	241	134	36	2
47.	Social relations with one or more particular members of the opposite sex	229	520	308	146	46	3
48.	Religious beliefs	632	334	177	82	24	3
49.	Home life, family relationships	415	435	161	171	64	6
50.	Finances	104	340	255	343	206	4
51.	Personal freedom	302	525	232	133	58	2
52.	Learning to live on my own/ responsibility for my own decisions	297	500	223	191	41	0
53.	Handling content of courses	80	505	408	209	41	9
54.	Trying to "find" myself in the sense of personal meaning and identity (where I am headed, what I value, etc.)	167	367	292	258	165	3
55.	Loneliness	261	468	285	193	43	2
56.	Military service	649	140	206	119	135	3

Listed below are PERSONAL CHARACTERISTICS which may be affected by your experiences during your college years. Using the following four options, indicate for each characteristic the way in which you expect to change.

Code:
1. No change - I will stay as I am.
2. Yes, I will become more_____.
3. Yes, I will become less_____.
4. Not important, not relevant to me.

	1	2	3	4	Blank
57. aware of my goals in life	183	1037	1	7	4
58. committed to religious values	706	294	52	272	18
59. understanding, accepting of others	348	872	14	11	7
60. sensitive to my own needs and feelings	454	671	103	19	5
61. interested in political and social issues	328	847	12	57	8
62. capable of forming close relationships	410	789	15	30	8
63. self-disciplined	389	805	38	15	5
64. self-confident	338	863	31	9	11
65. independent	226	995	11	11	9
66. open to new ideas	292	929	14	10	7
67. sure of my values and beliefs	282	804	144	16	6
68. open to new experiences	150	1070	17	10	5
69. critical in my thinking	329	741	132	6	18

For each item, choose the response which is most appropriate for you. On your answer sheet, opposite the number which corresponds to that item, blacken the space that matches the code number of the response you chose.

Code:
1. If you think only students should make a policy in the named area.
2. If you think students should have the major role in making policy in the area.
3. If you think students, administrators, and faculty should have equal votes in making policy in the area.
4. If you think students should have only a minor role in making policy in the area.
5. If you think students should have no role in making policy

	1	2	3	4	5	Blank
70. housing rules and regulations	131	685	374	52	6	4
71. grading practices	16	151	749	297	46	3
72. what courses should be offered	42	510	626	62	8	4
73. what content should be in those courses	18	286	670	247	23	8
74. hiring new faculty	12	63	379	525	269	4
75. faculty promotion, tenure, dismissal	12	88	392	512	247	1
76. selection of administrative officers	13	105	473	462	196	3
77. allocation of finances	10	171	600	357	109	5
78. admissions	11	73	333	440	389	6
79. discipline in academic matters	25	156	660	358	126	8
80. discipline in social matters	179	384	516	116	36	11